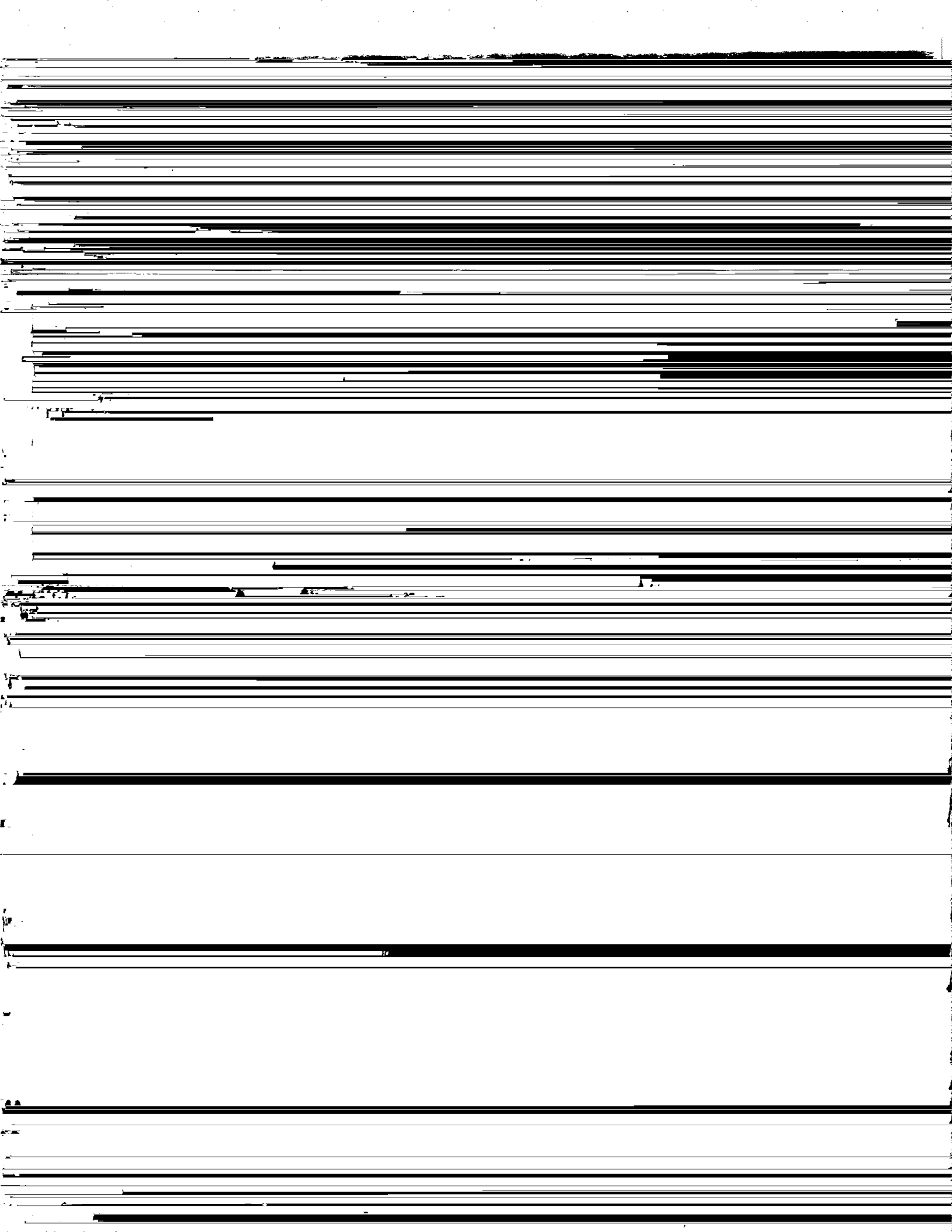


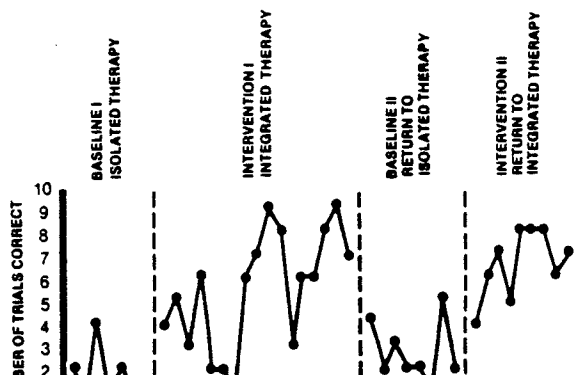
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The Association for Persons with Severe Handicaps



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within the context of the switch activation program. This was accomplished by meeting with team members and posing the basic question, "What therapeutic procedures can be carried out safely by the classroom staff in the context of a lesson that will assist the learner in attaining the objectives of that lesson?" In this particular case the therapists explained that Erin's hypertonicity resulting in limited upper extremity control was a major factor which inhibited her from activating the switch. Serving in a training, consulting, and monitoring role therapists taught the classroom teacher how to provide appropriate therapeutic input within the context of the



(Gaylord-Ross & Holvoet, 1985; Snell, 1983). While such modifications may be appropriate, they may not be effective in all cases. For individuals with significant motor impairments, it may be equally critical to consider factors such as proper positioning, muscle tone

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Gaylord-Ross, P., & Holvoet, J. (1985). Strategies for student